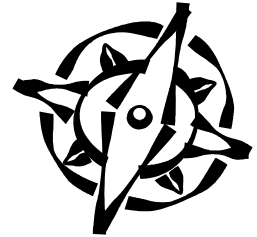


# Dance:

## “Connecting the Dots through Dance: A Dance Space Map Adventure”



### Life Skills:

Complex Thinking and Effective Communication

### Summary:

This is a dance lesson in space. Students (teachers) will learn about space through axial movement versus locomotor movement. Students will create unique ways to move axial and locomotor through movement qualities and create a dance physically and visually using a “Dance Space Map.”

### Curriculum Tie:

Life Skills and Map Skills

### Grade Level:

This lesson may be adapted for 2<sup>nd</sup> – 6<sup>th</sup> grade

### Subject:

Dance

### Standard & Objective:

**Dance:** Target: Moving – Objective 2, Identify and execute axial and locomotor steps. Demonstrate axial movements of stretching, bending, twisting, reaching, turning, and balancing. Review and demonstrate simple locomotor steps (walk, run, leap, hop, and jump) and the complex locomotor steps (skip, slide, and gallop). Design and execute student-created complex locomotor patterns. Variation: Create unusual combinations and variations; e.g., skipping with arms circling to the sides, galloping with legs extended to the side, sliding backward.

Target: Investigating – Objective 2, Expand dance vocabulary with movement experiences in space. Draw and create a diagram for movement on the floor. Assign a different type of movement for each type of line; e.g., straight, curved, circular, wavy, zigzag, diagonal.

**Life Skills:** *Complex Thinking:* Demonstrates a variety of thinking processes. Integrates new information with existing knowledge and experiences. Applies thinking skills strategically. *Effective Communication:* Uses appropriate methods to communicate to others. Responds appropriately when receiving communication.

**Map Skills:** Students practice map skills through creating and reading maps.

### Career Connections:

### Time-Frame:

90 minutes

### Materials:

CD player, variety of music choices, paper or journal, pencils, colored pencils or colored markers, and space to move.

### Group Size:

about 30 students & 1 teacher (50 teachers at USOE conference)

**Background for Teachers:**

Knowledge of time, space & energy; the three elements of dance. Knowledge and experience of dancing basic locomotor steps. Knowledge of dance terms axial, locomotor, pathways, levels, and movement qualities. Knowledge of various pathways; zigzag, direct, and curving. Knowledge of and dance experience dancing various movement qualities such as, sustained, percussive, collapse, vibratory, swing, suspend, explosive, rebound.

**Student Prior Knowledge:**

Knowledge and experience with various locomotor steps, pathways, and movement qualities.

**Intended Learning Outcomes:**

Students will know that "Space" is an element of dance. Students will know how to create a Dance Space Map and know how to follow/dance the dance they have created on paper. Students will know what locomotor movement is and be able to perform various locomotor steps. Students will know what axial movement is and be able to perform various movement qualities axially.

**Instructional procedures:**

**Axial BrainDance Warm-up:** (Rachel) Introducing the word **axial** and what it means in dance. Any movement that is anchored to one spot by a body part using only the available space in any direction without losing initial body contact. Movement is organized around the axis of the body rather than designed for travel from one location to another. We will do an axial **BrainDance**. The BrainDance is a warm-up which takes students through the eight fundamental movement patterns. These stages usually take a human twelve months to do and we will do it in 3 minutes today. This is a great way to get the wiggles out, connect body to brain, and prepare the brain to learn. The eight fundamental movement patterns human beings are programmed to move through from birth through twelve months that wire the central nervous system laying a foundation for appropriate behavior and attention, eye convergence necessary for reading, sensory-motor development, and more. The BrainDance was created by Anne Green Gilbert. See packet for more details on the BrainDance.

**Introduction to Connecting the Dots through Dance:** (Rachel) Some basics about dance and art that will help connect all four art forms and hopefully connect students to dance. All art forms need **space**. Space to create. Empty space in visual art and dance is called **negative space**. **Positive space** is the space filled by things. Look at my frozen **shape** and find the positive and negative space. In dance our body is the positive space. In visual art a line is created when one dot is connected to another dot. In dance a line or **pathway** is created when a dancer travels through the space. Pathways may be circular, direct, or zigzag. **Locomotor** steps take the body from one spot (dot) to another spot (dot). The basic locomotor steps are: walk, run, hop, jump, leap, skip, gallop, & slide. In dance there is also **axial** movement, movement that stays in one place.

**Locomotor warm-up and creating a frozen shape:** (Toni) **Locomotor movement defined once more** as movement that carries the body from one place to another through space using the feet or any other part of the body as a base for moving. Basic locomotor steps - walk, hop, jump, run, leap, skip, gallop, and slide. Even rhythm locomotor steps - walk, hop, jump, leap. Uneven rhythm locomotor steps - skip (one leg steps-hops and alternates), gallop (up-up switching legs in the air), slide (legs open-close). A pathway is a course of movement on the floor or in the air which could be straight, curved, random, etc. **Dancers travel through the space locomotor** and

**dance in place, axial,** as the teacher directs. Sometimes **dancers may connect with a partner** to perform axial or locomotor movement. **Movement qualities are introduced** (the adverb to the verb). How are you skipping, hopping, or leaping; percussive, swing, sustained, suspend, explosive, vibratory, collapse.

**Creating a Dance Space Map:** (Rachel) **Reading of “My Map Book,”** by Sara Fanelli, and **“Me on the Map,”** by Joan Sweeney. There are many different types of maps that serve different purposes. All maps are created to help you get from point “A” to point “B.” Pull out your **journals** and follow along with me (using computer tablet) as we **create a ‘Dance Space Map’.** Each student will create a unique Dance Space Map. There is an example of one in the packet. Once students are done creating their dance space map, they may practice it in the dancing space.

**Perform:** (Rachel) Half of the class watches and half of the class performs; then vice versa.

**Rubric:**

- \_\_\_ Beginning: interesting frozen shape
- \_\_\_ Middle: dancing variety of energy qualities
- \_\_\_ Middle: 3 different and clear pathway choices
- \_\_\_ Middle: 3 different locomotor step choices
- \_\_\_ Middle: 4 unique and interesting frozen shapes
- \_\_\_ Middle: clear axial movement that changes facings, and uses all three levels of space
- \_\_\_ Middle: changing of levels in space; high, middle, & low through out dance
- \_\_\_ End: interesting frozen shape
- \_\_\_ Time: varies but at least 8 counts of stillness and 8 counts of axial movement on 4 different occasions
- \_\_\_ Dance Space Map: completed, legible & includes title, key, compass, 4 dots, 3 pathways, 4 symbols, and a clear key to match the dance

**Perceive and Reflect:** (Rachel & Toni) Verbally discuss as a class - What did you see? What did you like?

**Dance Space Map Extensions:**

Have students partner up and exchange maps. They get to dance their partner's map while the partner watches to see if they are following it correctly. Each partner gets a turn watching and dancing. At the end the partners tell each other two things they like about the map / dance and one thing they would change.

Or

Have the students partner up. While one of the partner's dance the other looks at the map and watches the dance. The watcher gives feedback to the accuracy of the dance coinciding with the map. Each partner gets a turn watching and dancing.

**Student performance:** (Toni and her 6<sup>th</sup> grade class) 3 minute Video/live student dance performance where the Dance Space Maps were incorporated. Questions or comments from teachers.

**Teacher Discussion:**

(Toni) **Reading of the book, “The Dot.” Discussion.** What do you need as teachers to move your students and/or move yourself when you teach? **Reflect in your journal** by writing a plan, a commitment, and idea of how you will you dance/movement next time you teach. Start with where you are comfortable and then stretch yourself and take a risk.

**Bibliography:**

*"The Dot,"* by Peter H. Reynolds, ISBN: 0-7636-1961-2

*"My Map Book,"* by Sara Fanelli, ISBN: 0060264551

*"Me on the Map,"* by Joan Sweeney, ISBN: 0517885573

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